

History 251: Foundations of the American Republic

Sections 01N Fall 2014, 3 Credit hours

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UNIVERSITY OF
CHARLESTON

COURSE DESCRIPTION

This course is designed to provide an introductory survey of early U.S. history from European discovery through Reconstruction. Emphasis is placed on the transplanting of European culture, the development of American political institutions, the rise of democratic capitalism, and the conflicts surrounding the Civil War and Reconstruction.

OBJECTIVES

- Understand the diversity of geography and cultures in North America.
- Observe documents and art and use it to describe the development of North America.
- Gain experience with primary sources and their analysis in historical research.
- Understand the effects of inter-group and trans-Atlantic contacts through time.

REQUIRED TEXTS

- Tindall, George Brown, and David E. Shi. *America: A Narrative History*. Vol. 1, 9th ed. WW Norton & Co. 2012. ISBN: 9780393912630.
 - Textbooks and materials may be purchased online at <http://eagleshop.ucwv.edu>.
 - For assistance in placing your order, please contact the bookstore at 1-877-393-5014.
- There will be additional materials on eLearn.
- You will also be accessing study plans, primary documents, and other items via a link to the publisher's web site that can be accessed through our class page.

LIBERAL LEARNING OUTCOMES

1. **Critical Thinking, Outcome 4.2** Student acquires, analyzes, synthesizes, and evaluates information.
2. **Ethical Practices, Outcome 5.2** Student demonstrates the disposition to treat others with honesty, fairness, justice, integrity, and altruism within communities and areas of professional service. Demonstrates these competencies at each level: 1. an understanding of their ethical beliefs and the ethical beliefs of others; 2. ability to identify ethical conflicts; and 3. ability to make ethical decisions.
3. **Communication, Outcome 2.3** Graduate reads effectively

PRAXIS OUTCOMES FOR EDUCATION MAJORS

Social Studies Content Knowledge (10081)

- United States History
- Native American peoples
- European exploration and colonization
- American Revolution
- Establishing a new nation
- Early years of the new nation
- Continued national development
- Civil War era
- Government/Civics/Political Science
- US Constitutional-political foundations

Elementary Education: Curriculum, Instruction, and Assessment (0011)

- Social Studies Curriculum, Instruction, and Assessment
- Social organizations and human behavior in society
- Social structures
- History, geography and gov't

COURSE REQUIREMENTS

Reading Quizzes (120pts) There are 6 reading quizzes on eLearn. These quizzes will become available at 8:00 am a week before they are due and will close at midnight on the day it is due. You will have 2 attempts of 30 minutes each to complete each quiz. The highest score is sent to the grade book. There will be **no** make-ups.

Papers (100pts) You will be writing 2 short essays this semester (3 to 5 pages in length). They will be due by midnight, unless otherwise indicated (**Week 3 and 7**). Each essay will be worth 50 points. The essays must be submitted in eLearn. The **ONLY** accepted formats are **docx, doc, pdf, rtf** and **odt**. Specific instructions will be forthcoming. An essay is a formal paper and must conform to proper standards of academic writing, (i.e.: typed, double-spaced, twelve point font, 1” margins, etc). I am a stickler for good writing. You will be graded on your writing as well as your ideas. Please support your arguments with specific examples from the readings, and lectures. All papers must be fully documented. Failure to cite sources constitutes plagiarism and will result in a "zero" on the assignment. No late papers will be accepted. By all means, students may turn in papers early but any paper not turned in by midnight will result in a zero on the assignment. Both papers will be submitted to Chalk and Wire at the end of the course. **Rubrics 2.3, 4.2.**

History Exercises (100pts) There are two major History exercises, each worth 50 pts. The first will be a map assignment and the second will involve image examination. Instructions are posted in the respective weeks the assignments are due, (**Weeks 2 and 6**). Both assignments will be submitted to Chalk and Wire at the end of the course. **Rubrics 4.2, 5.2.**

Discussion Boards (160pts) You will be discussing readings, podcasts and other materials on the class discussion boards. Please read the hand out on the discussion board in the Additional Resources folder. You must put up an initial post and at least two responses to another student’s post to receive full credit for each discussion board topic. Participating in threaded discussions is critical to your success in this class as participation is monitored. If you only post an initial response to the question or topic, you will only receive 60 percent of the points. If we have a discussion board, please make sure that you have read the week’s reading assignments and documents and viewed the podcasts so that you will be ready to post your initial response to the discussion board on days marked “DB” on the class schedule. DBs are due by midnight on the day it is due. Answering a question is a direct response to the question posed and replying is a response to an answer already posted. University of Charleston encourages frank and insightful dialogue in all of its online courses. Diversity has many manifestations including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. **Rubrics 2.3.**

Exams (200pts) There will be two exams. The exams are not cumulative. Each exam will be worth 100 points. Exams will consist of multiple choice, identifications, and essay questions. The tests are timed so make sure you have read the materials covered as you will run out of time. The exams are like the quizzes as you will post your text answers into text boxes embedded within the exam page. You may compose your answers in a word-processor (Word or Word Perfect) and then copy-paste the answer into the text box. Exams will become available 48 hours before they are due (**Weeks 4 and 8**). You have one session of three hours to complete the exam. If you are unable to access an exam for a legitimate reason please email me BEFORE midnight when the exam is due. Even if I do not email you back immediately, I will have a record of the problem. A student who misses an exam without an excuse will receive a zero. **Rubrics 2.3, 4.2.**

Study Guides 2 Exam study guides are posted as PDFs in the Study Guide Folder. These are not graded but will prepare you for the two exams and assist in answering questions on the discussion boards.

GRADE SCALE

A 100-90, B 89-80, C 79-70, D 69-60, F 59-0

CLASS COMMUNICATION

Please log into the class site daily, even if there is not anything due that day. I frequently send out announcements in regards to class assignments. Sometimes, I send out information that clarifies or answers questions that students send that I think might be helpful for everyone to know. Also, be sure to check your email. I will check my email each weekday evening. Thus, you can expect a response to your questions after noon. Please send me any questions that you have as soon as possible. I will frequently send additional information and instructions to the class, either as announcements or emails.

TIMELINESS OF INTERACTION AND ASSIGNMENTS

You are expected to regularly sign in to the course to participate in learning activities, respond to discussions, and submit assignments. Assignment due dates are there to ensure appropriate progression in the learning process. Therefore any assignment, including your response in discussions, must be posted by the due date. A late assignment will not be accepted a week later than that due date and a grade of zero will be assessed for that assignment. Any late assignment will have points deducted depending on how late its.

ATTENDANCE

Students must access the course several times each week in order to receive assignments, submit assignments, participate in discussions, and receive instructor feedback. You are required to attend this course through active participation in the course within the first week of class to confirm your enrollment and attendance. Active participation may be fulfilled by one of the following methods:

- Discussion post
- Completion of an exam or quiz
- Submission of an assignment

If a student fails to engage in at least one of these activities during the first week, he or she is considered 'non-attending'. If you do not attend the course as stated above, the Registrar's Office will be notified and you may be dropped from the class roster.

NON-PARTICIPATION IN THE CLASS

If you are unable to participate in class for more than a week, you must notify your instructor. If you are unable to participate for more than two weeks, it is your responsibility to officially withdraw from the class. If you fail to withdraw prior to the withdrawal deadline the instructor will notify the SSC who will try to contact you; if they are unsuccessful you will receive a WF for this course.

COURSE DROPS

You must initiate an Add/Drop Form in order to be dropped from this course on or before the published deadline. The last day to drop can be found in the academic calendar. All add/drop Forms must be received on or before the last day to drop. The academic calendar and add/drop forms are available on the University website.

COURSE WITHDRAWAL

You must initiate a Withdrawal Permit in order to withdraw from this course on or before the published deadline. The last day to withdraw can be found in the academic calendar. All withdrawal permits must be received on or before the last day to withdraw. Students will receive a "W" on their academic transcript. Students who withdrawal after the published day will receive a WF (withdraw failing) unless it is approved medically. Failure to begin attending or ceasing to attend does not constitute official notice of withdrawal. Students who do not officially withdraw from class(es) are required to pay all charges to their accounts.

INCLEMENT WEATHER POLICY/CONNECTIVITY POLICY

Since this course is conducted "virtually," UC may experience server problems, a loss of power, or a loss of Internet service. In the event of situations that may prevent all students in this class from accessing the material online, deadlines will be adjusted. If a student has problems with their own computer or Internet Service Provider, the student must contact the instructor as soon as possible regarding the difficulty.

STUDENT EXPECTATIONS AND ACCOUNTABILITY

All students are responsible for knowing and following University of Charleston's student expectations and accountability, which describes the University's rules and regulations for academic honesty and personal conduct. It also describes the process through which students are charged with violations, the disciplinary sanctions that may be imposed for violations, and the appeals process. The Student Code of Conduct is available in the Student Handbook and on the UC website.

ELEARN

Understanding eLearn will be extremely important to your success in this class. This syllabus will always be available on eLearn, therefore you should always be aware of what is on the syllabus. You should check eLearn daily for updates on class questions. Grades will be posted on eLearn when possible and appropriate. Please email me if you have any further questions about eLearn. Through eLearn, you will be able to view study guides, podcasts, maps, worksheets, and additional documents. You will need to utilize all the available resources on eLearn to study for the exams.

UNIVERSITY ACADEMIC INTEGRITY

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of University of Charleston regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

FAIRNESS

University of Charleston is committed to social justice. I concur with this commitment and will strive to maintain a positive learning environment based on open communication and mutual respect and non-discrimination. I will appreciate and consider suggestions on extending and enhancing such an environment. As the instructor I maintain the ability to alter the schedule and assignments to best manage the course materials and student needs.

POLICY FOR STUDENTS WITH DISABILITIES

It is the policy of the University of Charleston to provide reasonable accommodations for qualified individuals with documented disabilities. This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as regards to affording equal educational opportunity. It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Disability Coordinator: Allison Grassie, allisongrassie@ucwv.edu (304)347-6993

COMPUTER REQUIREMENTS

eLearn is a web-based service, therefore students should have a reliable internet connection, preferably high-speed to accommodate streaming media and large file downloads. Students may choose their own internet browser, though Firefox and Chrome are advisable. Browsers and operating systems should be up-to-date, with all the most recent patches installed. The minimum browser requirements include:

- [Firefox](#)
- [Safari](#)
- [Chrome](#)
- [Internet Explorer](#) 8 (although IE 10 is required to use some features)
- [Opera](#)

It is recommended that students have at least two browsers available to use, in case there are problems with one. Mozilla Firefox appears to work the best with eLearn on a consistent basis. Students are also required to download files and must have the following programs installed on their computers:

- [Microsoft Office](#) or [OpenOffice](#)
- [Adobe Reader](#)
- [Google Earth](#)
- [Java](#)
- [Adobe Flash](#)

STUDENT RESOURCES

Online Homework Help:

All UC students have access to the Smarthinking online tutoring tool. A link to this resource is now on the Current Student page at <http://www.ucwv.edu/Students/> under Online Resources.

The USERNAME for students to log on is UCFirstnameLastname. The password is RIVER.

Tutoring through Smarthinking is provided in the following ways:

- Connect with an e-structor now is used when you want tutoring right away.
- Submit your writing is used to send the draft of an essay or paper for e-structor review.
- Schedule a personal session is used when you want to make an appointment for future tutoring.
- Submit a question is used when you wait for a delayed response, rather than take time for a live session.
- Academic resources are used to look for answers to your questions before engaging a tutor.

Library Resources:

The UC library provides electronic access to several online resources through its website at <http://library.ucwv.edu/databases>.

To call the Beckley library, dial 1-877-678-5427 or 304-929-1367.

To call Charleston, dial 304-457-4780. To e-mail questions, send an e-mail to librarian@ucwv.edu

To access the electronic resources, you must have a UC user name and barcode. Contact librarian@ucwv.edu for more information.

Citation Style:

I generally try to work with the student to exploit the reference style they will be working with in their major. I am pretty well versed in APA, MLA, AMA, Chicago Style, and end noting. Let's have a discussion about what will work best in the first week of classes. The library staff is a very knowledgeable reference for you on these matters. In addition, the following websites are very reliable sources of information:

<http://owl.english.purdue.edu/>

<http://owl.english.purdue.edu/owl/section/2/>

<http://www.easybib.com/>

<http://writingcenter.unc.edu/handouts/>

COURSE SCHEDULE

Am 1 – America; **VoA 1** – Voices of America; *Doc1* – eLearn PDFs; [Research](#) – Hyperlinked Doc
Grades: L1–Lesson; **RQ1**–Reading Quiz; **DB1** –Discussion Board

Week	August 25-29		
1	Class Intro, Syllabus, Indigenous Peoples before Europeans 1		
	<i>Readings</i> Am 1 Las Casas, de Vaca, Marquette (19/238-28/247)		
	Due Wed. Aug. 27	Due Fri. Aug. 29	
	-L1 -DB1	-RQ1	
September 1-5			
2	Spanish, French and English Colonial Societies		
	<i>Readings</i> Am 2-3 Hutchinson		
	Due Mon. Sept. 1	Due Wed. Sept. 3	Due Fri. Sept. 5
	-L2 -History Exercise 1	-L3 -DB2	-RQ2
September 8-12			
3	18 th century Empire towards Revolution		
	<i>Readings</i> -Am 4-5 Proclamation 1763, DB3docs		
	Due Mon. Sept. 8	Due Wed. Sept. 10	Due Fri. Sept. 12
	-L4 -Paper 1	-L5 -DB3	-RQ3
September 15-19			
4	Conflicted American Federalism		
	<i>Readings</i> -Am 6-7 James Chalmers, Continental Congress, John Dickinson-Thomas Jefferson, Patrick Henry		
	Due Mon. Sept. 15	Due Wed. Sept. 17	Due Fri. Sept. 19
	-L6 -Study Guide 1	-L7 -DB4	-Exam 1 (1-7)
September 22-26			
5	The Old Northwest and New Growth		
	<i>Readings</i> -Am 8-9 DB5docs		
	Due Mon. Sept. 22	Due Wed. Sept. 24	Due Fri. Sept. 26
	-L8	-L9 -DB5	-RQ4
September 29 – October 3			
6	Sectionalism and Jacksonian Governance		
	<i>Readings</i> -Am 10-11 Smithsonian article, Accounts of Cherokee Removal, Jackson Speech and Removal Act		
	Due Mon. Sept. 29	Due Wed. Oct. 1	Due Fri. Oct. 3
	-L10 -History Exercise 2	-L11 -DB6	-RQ5
October 6-10			
7	A Second Great Awakening of American Idealism and Cynicism		
	<i>Readings</i> -Am 12-14 Abraham Lincoln, Henry David Thoreau, John Sullivan, James Polk		
	Due Mon. Oct. 6	Due Wed. Oct. 8	Due Fri. Oct. 10
	-L12 -Paper 2	-L13 -DB7	-L14 -RQ6
October 13-17			
8	From Civil Uprising to Uncivil War		
	<i>Readings</i> -Am 15-16 Abraham Lincoln		
	Due Mon. Oct. 13	Due Wed. Oct. 15	Due Fri. Oct. 17
	-L15 -Study Guide 2	-L16 -DB8	-Final Exam (8-16) -Paper 1-2, Hist. Exer. 1-2 to Chalk and Wire

DB1: Indigenous Peoples before Europeans (Am1)

Directions:

1. Post a 1-3 paragraph initial post answering the prompt, 12 pts.
2. Post a substantive (2-4 sentences) reply to at least 1 fellow student's post, 8 pts.

Question: Las Casas, de Vaca, and Marquette each describe the indigenous people of the "New World." Compare their descriptions of indigenous people. Do you think they were accurate? For whom was this a "new world" and how?

Readings: [Las Casas, de Vaca](#), and [Marquette](#) (19/238-28/247)

DB2: Women in Spanish, French and English Colonial Societies (Am2-3)

Directions:

1. Post a 1-3 paragraph initial post answering the prompt, 12 pts.
2. Post a substantive (2-4 sentences) reply to at least 1 fellow student's post, 8 pts.

Question: How were women supposed to fit into the social and political structure of the English colonies? How was it different from today?

Readings: [Hutchinson](#)

DB3: 18th century Empire towards Revolution (Am4-5)

Directions:

1. Post a 1-3 paragraph initial post answering the prompt, 12 pts.
2. Post a substantive (2-4 sentences) reply to at least 1 fellow student's post, 8 pts.

Question: What were Pontiac's goals in listing his people's grievances? How did indigenous grievances differ from those of European colonists? How effective was Pontiac?

Readings: [Proclamation 1763](#), DB4docs

DB4: Conflicted American Federalism (Am6-7)

Directions:

1. Post a 1-3 paragraph initial post answering the prompt, 12 pts.
2. Post a substantive (2-4 sentences) reply to at least 1 fellow student's post, 8 pts.

Question: The James Chalmers, Continental Congress, Dickinson/Jefferson, and Patrick Henry detail their positions for or against the struggle for American independence from Great Britain. Who states the strongest case? Why?

Readings: [James Chalmers](#), [Continental Congress](#), [John Dickinson and Thomas Jefferson](#), [Patrick Henry](#)

Study Guide 1: Exam 1 (Am1-7)

Please post any questions you have about the study guide or map packet for the first exam on Friday. I will answer them promptly.

DB5: The Old Northwest and New Growth (Am8-9)

Directions:

1. Post a 1-3 paragraph initial post answering the prompt, 12 pts.
2. Post a substantive (2-4 sentences) reply to at least 1 fellow student's post, 8 pts.

Question: Jefferson's expansions of the US through the Louisiana Purchase not only affected US citizens but also the legitimate owners already living on the lands in the west. Using the documents, explain the issues westward expansion posed for Indians in the early Nineteenth century.

Readings: DB7docs

DB6: Sectionalism and Jacksonian Governance (Am10-11)

Directions:

1. Post a 1-3 paragraph initial post answering the prompt, 12 pts.
2. Post a substantive (2-4 sentences) reply to at least 1 fellow student's post, 8 pts.

Question: Much like Lewis and Clark, many tribes were beginning to move across the Mississippi and coming into competition with western Indian groups. So the Cherokee, Creeks, Shawnee and others were refugees and intruders in their new homes across the river. How did Indian Removal affect their internal politics? How removal affect their relationships with their new neighbors?

Readings: [Smithsonian article](#), Accounts of [Creek](#) and [Cherokee Removal](#), [Jackson Speech and Removal Act](#)

DB7: A Second Great Awakening of American Idealism and Cynicism (Am12-14)

Directions:

1. Post a 1-3 paragraph initial post answering the prompt, 12 pts.
2. Post a substantive (2-4 sentences) reply to at least 1 fellow student's post, 8 pts.

Question: What were the positions for and against the Mexican American War? Which would you choose and why?

Readings: [Abraham Lincoln](#), [Henry David Thoreau](#), [John Sullivan](#), [James Polk](#)

DB8: From Civil Uprising to Uncivil War (Am15-16)

Directions:

1. Post a 1-3 paragraph initial post answering the prompt, 12 pts.
2. Post a substantive (2-4 sentences) reply to at least 1 fellow student's post, 8 pts.

Question: Lincoln suggests that, "Plainly the sheep and the wolf are not agreed upon a definition of the word liberty." How might this expression be applied today?

Readings: [Abraham Lincoln](#)

Study Guide 2: Exam 2 (Am8-16)

Please post any questions you have about the study guide or map packet for the third exam on Friday. I will answer them promptly.